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ABSTRACT

A pilot program at Dundalk Community College (Maryland) has served a total of 109 physically handicapped, emotionally disturbed, or mentally retarded unemployed adults. The program consists of 15 weeks of guidance, counseling, testing, and training in basic job skills. Seventy-three percent of participating students have been subsequently employed or entered into further career training programs. (Data is provided on student characteristics, test scores, employment, and program evaluation.) (Author/DB)

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FINAL REPORT

SINGLE STEP PROGRAM

RECRUITMENT AND TRAINING OF

HANDICAPPED ADULTS

Prepared For:

Maryland State Department of Education
Division of Vocational Technical Education

DUNDALK COMMUNITY COLLEGE

Dr. Lee Joyce Richmond

Project Director

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Most community colleges embrace the philosophy of offering opportunities for learning beyond the high school level for anyone who can profit from the experience. In practice, many institutions fall short of the ideal by not being sensitive to the special need of a group of students who we usually refer to as handicapped. We believe the program at Dundalk Community College, known as Single Step, offered an example of actively seeking out persons who may not normally "feel" they can attend a college.

This innovative program has shown that many handicapped individuals can achieve on an equal basis with the "regular" students if given the chance.

We at Dundalk Community College are proud to have been a part of this significant move forward for the students who have taken part in the Single Step Program. We, as well as they, have benefited from their attendance.

John M. Kingsmore
Dean of Instruction

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ABSTRACT

A pilot program for physically handicapped, emotionally disturbed and mentally retarded adults currently unemployed, but desirous of obtaining employment, was implemented at Dundalk Community College in 1973. Funded by the Division of Vocational-Technical Education of the Maryland State Department of Education, this program, currently in its third year, consists of 15 weeks of guidance, counseling, testing and training in basic job skills. Success in the "Single-Step Program" is defined as entry into subsequent jobs or future career training programs. Seventy-three percent of participating students consistantly meet this desired goal.

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INTRODUCTION

Approximately 300 million persons in the world are handicapped and need rehabilitation. The United Nations organization Rehabilitation Internationale estimates that this number is increasing at the rate of three million a year. With such a large portion of humanity bearing disabilities, it is important that successful innovative methods of rehabilitation be devised and explored. Not only should these explorations be in the area of physical rehabilitation, but also in the areas of motivation and self-acceptance. No matter how progressive and thorough the attempts at physical rehabilitation are, unless they are coupled with education, the present condition of underemployment of the handicapped will continue.

In 1972, an advisory committee was established to study the possibility of utilizing Dundalk Community College as an educational agency for the training of the adult handicapped. The committee was composed of representatives of the State Department of Education's Divisions of Vocational Rehabilitation and Vocational Technical Education, local businessmen, and local handicapped adults. It concluded that employers would more favorably consider hiring handicapped individuals if these individuals were highly motivated and possessed necessary job skills. It was decided that a pilot program would be established at the college designed to motivate and train this population. In June 1973, the Vocational Technical Education Division of the Maryland State Dept. of Education funded a fifteen week program consisting of guidance, testing, counseling and training for forty handicapped adults. The target population for the pilot were the handicapped adults who wanted work, but who lacked the knowledge or skills in order to achieve this goal.

Since the program began in the Fall of 1973, it has continued to bring in a new group of handicapped adults each semester. As of the writing of this report, we have just completed our fifth semester and are preparing for the sixth semester. The report that follows is an overview of all the semesters with a detailed evaluation of the first two semesters.

PART I

DESCRIPTION OF THE PROGRAM

Introduction

Single Step, as the program is called, was first offered as a fifteen week sequence during the Fall of 1973 semester at Dundalk Community College. Since then the program has been repeated each term. What follows is a description of the program as it was during the Spring of 1975. (See Appendix A for typical schedule).

Single Step was designed so that the students would interact with the college's total student body. Classes are conducted in the various classroom buildings of the college, and students are required to change rooms for each class. Single Step students attend school one day a week for the 15 week semester, from 8:50 A.M. until 3:30 P.M. Their class hours follow the typical college pattern of fifty minutes duration with a 10 minute break to get from one classroom to the next. Along with the regular six hours of classes, the students are given a 45 minute lunch break.

The program consists of Group Counseling, Reading, Math, Psychology of Occupations, and Physical Education. In addition to the regularly scheduled day of classes, Single Step students are offered the option of attending an additional three hour class held on Friday mornings, Jobs Unlimited.

Moreover, each student meets one hour a week with his paraprofessional counselor.

Each semester the total group of forty-five students is subdivided into smaller groups of eight to ten individuals for instruction in Reading and Math classes, as well as for counseling groups. The only handicap group kept together as one unit is the mentally retarded group. This is done to allow these individuals

to develop at their own rate in Reading and Math, and to receive full benefit from their counseling group.

The Reading Courses:

Single Step students attend the Reading Center for a total of fifty minutes per week. Due to the varied handicaps as well as a wide range of reading needs and skills possessed by the students, the activities and teaching methods differ according to individual need and group reactions. The classes are team-taught by two or three members of the reading staff and include both individual and small group work.

The program has two components; one for the remedial reader and one for the educationally deprived reader. Classes for the remedial reader are sub-divided into small groups of three to five students. Activities are designed to develop into small groups of three to five students. Activities are designed to develop a functional sight vocabulary, literal comprehension, work attack skills, and writing skills.

Classes for the educationally deprived reader are usually divided into larger groups. Activities include group discussion, directed reading lessons, self-instructional packets, and individual work. These are designed to increase the individuals' vocabularies, develop comprehension, develop study skills and stimulate interest in reading a variety of materials.

Other than essential reading skills, students are given activities to help them incorporate these skills into job situations. Such activities include understanding vocabulary associated with desirable qualities for successful employment and recognizing terminology frequently encountered on job applications.

Throughout the Reading Program, each student is encouraged to express ideas and feelings, to share his stories and poems, and to take an active part in the

class, in order to develop his self-esteem and improve oral communication skills.

Students who show potential for achieving in a formal educational setting are encouraged to enroll in a regular college credit reading class the following semester.

The Math Classes:

Single Step students possess a wide range of mathematical skills. Instruction, therefore, is individualized and students progress at their own rate. Math instruction is provided by a qualified college instructor assisted by one or two aides.

After testing to determine the student's level of mathematical skills, each student receives individual and group instruction in basic arithmetic, elementary algebra and intermediate algebra. Students are given homework each week. Additional learning aids for the mentally retarded class consist of using genuine currency to solve mathematical problems in the classroom.

The Group Counseling Sessions:

Co-led by teams of professional and paraprofessional counselors, the small group counseling sessions are one of the most vital aspects of the Single Step program. Here, the student learns to express fears, frustrations and ambitions. Each student is encouraged to discover and develop or strengthen his or her self-image.

Techniques utilized in these sessions are varied, with the main emphasis on the Human Potential Techniques developed by James McHolland. In all counseling sessions the emphasis is on self-discovery and clarification of self-concept.

Each counseling group is composed of students with varying handicaps. The only homogeneous handicap group is the mentally retarded students. To be of maximum benefit to each mentally retarded student the groups are limited to five persons, giving each the responsibility for full participation in the group discussions.

In the counseling groups, composed of the physically or emotionally handicapped students, the students learn to explore the possibilities available for their future and come to some conclusions about their options. For some, it means discovering that their greatest strength is within themselves. For others, it means discovering, for perhaps the first time, the truth of the statement: "Your handicap is only what you let it be."

The Psychology of Occupations Hour:

This is the only class where the students are assembled as one large group. During this hour, the students attend lectures and discussions. The topics include employment opportunities, job search techniques, consumer education and protection, and the diverse career programs offered at area community colleges.

Four of these weekly hours are utilized to administer vocational and personality testing. Tests used for these purposes include the Strong Vocational Interest Blank, the Minnesota Multiphaisic Personality Inventory and the Army General Classification test. For those students lacking reading skills or with visual impairments, readers are provided to administer the tests orally.

Physical Education Classes:

The physical education segment of the program consists of three 5-week modules. Students elect to attend bowling, yoga or table games for five weeks. At the completion of one module, students have the option of electing to remain in the chosen activity or attending one of the alternate activities for the next five week module.

The purpose of the physical education classes is to help the student become more aware of his body, accept his body and utilize what physical skills he possesses.

Jobs Unlimited:

A three hour a week class for students desiring employment as their immediate goal is conducted for as many weeks as these students feel the need for such instruction and guidance.

An average of ten students have attended each semester's offering of Jobs Unlimited. Students are taught the basic techniques of job search, interview skills and resume writing. After mastering these techniques, each student begins the actual job search and experiences as many job interviews per week as possible. Employment leads are furnished by a Job Placement Specialist and by the students themselves.

The theme of Jobs Unlimited is, "Don't be discouraged".

Individual Counseling Sessions:

Each student is assigned a paraprofessional counselor for private counseling sessions. Here the student expresses himself freely to the counselor about the issues that concern him whether they are related to personal development, family or job. In addition, these individual sessions may be used to perform additional testing.

Each student is encouraged to continue his weekly sessions with his paraprofessional counselor after the completion of the semester, for as long as the student (or counselor, in some cases) feels it is necessary. In most cases, this extends the student's counseling experience six to twelve months beyond the end of the semester. However, the sessions are usually held every two or three weeks.

Each semester on the final day of the program, the Psychology of Occupations and Physical Education hours are used for the students' graduation ceremonies. At this time, each student receives congratulations from the college staff and a certificate of achievement from the college's president. After the ceremonies, an open party for the college student body, staff, faculty and administration is presented by Single Step students.

Some of the Single Step students have requested additional special classes. (See Appendix B for description of one such program, "Domestic and Custodial Arts".

PART 2

STUDENT CHARACTERISTICS

As can be seen from Table 1, Student Characteristics, the Single Step program recruited the handicapped adult who had completed less than a high school education. In addition, the sexual representation was about equal. The mean age was 31 and the mean educational level was tenth grade.

The age of the 109 students enrolled in Single Step ranged from 17 to 60 years. The educational range was from no formal schooling to a master's degree.

The handicaps of the Single Step students were primarily motor with 51% of the students being so classified as having a motor handicap. The next largest group, the intellectually handicapped, comprised 23% of the students. In addition, it should be noted that 56% of the students had multiple handicaps.[1]

Sixty-four percent of the Single Step students were single while 25% were married, as can be seen from Table 3. The males were more likely to be single, while 50% of the females were or had been married.

The vocational preferences of the Single Step students at the time they entered tended to reflect traditional career choices with regard to sex. Table 4 indicates that the most frequently preferred occupation was to "work with people" which 20% of the students chose.

It should be mentioned that there were 295 applicants for the Single Step Program. Only 109 could be accepted. In general, the reasons for refusing the applicant were either that their handicap was too severe or not severe enough. For a detailed description of students not accepted into Single Step, see Appendix J.

[1] Detailed statistics on the student characteristics for each of the programs appears in Appendix C, D and E.

[2] Detailed statistics of vocational preference by sex and by handicap appears in Appendix F.

STUDENT CHARACTERISTICS

TABLE 1 - Single Step Programs 1, 2, 3

Sex	Program 1	Program 2 [1]	Program 3	Total
Males	19	16	18	53
Females	26	16	14	56
Total	45	32	32	109
Mean Age	32	28	32	31
Mean Educational Level	10th grade	10th grade	10th grade	10th grade
Mean Number of Hospitalizations	2	2	1	2

1 No data on four students

TABLE 2 - Handicaps of Single Step Students

Primary Handicaps	Program 1		Program 2		Program 3		Total	% of Total	% with Mult. Hand.
	Number	% with Multiple Handicaps	Number	% with Multiple Handicaps	Number	% with Multiple Handicaps			
Visual	2	50	4	60	7	29	13	12	46
Auditory	6	17	1	0	1	0	8	7	13
Motor	20	30	19	42	16	56	55	51	42
Social	7	43	1	0	0	—	8	7	38
Intellectual	10	70	7	71	8	50	25	23	64
TOTAL	45	69	32	47	32	47	109	100	56

TABLE 3 - Marital Status

	Single		Married		Separated		Divorced		Widowed		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	
Males	42	79	9	17	1	2	1	2	0	0	53
Females	28	50	19	34	2	4	4	7	3	5	56
TOTAL	70	64	28	25	3	3	5	5	3	3	109

TABLE 4 - Vocational Preferences at Initial Interview [1]

Vocational Preference	Male	Female	Total
Work with people	1	21	22
Office Work	1	5	6
Teaching	0	6	6
Health Fields	1	5	6
Outside Work	4	0	4
Stock Clerk	2	2	4
Art Field	4	0	4
Carpentry	3	1	4
Mechanical	3	0	3
Factory Work	3	0	3
Work with Animals	0	3	3
Counseling	2	1	3
Business Management	3	0	3
Accountant	1	1	2
Post Office	0	2	2
Computer	1	1	2
Bookkeeping	1	1	2
Sports	2	0	2
Do Not Know	8	4	12

[1] Only preferences that at least two students chose are listed

Testing Program:

This section of the report presents data obtained from the two tests administered to the Single Step students: The Army General Classification Test and the Strong Vocational Interest Inventory. While some students were given the Peabody, the WRAT, or the WAIS, and all students the Minnesota Multiphaisic Personality Inventory, these tests will not be discussed. For a bried fescription of the MMPI, see appendix G.

The tests were administered while the program was in progress. The tests were given in a large group during the Psychology of Occupations classes. Readers were provided for individuals lacking the skills to read the test instruments.

The Army General Classification Test

Table 5 indicates the mean overall score on the AGCT was similar for Programs 1 and 2 (being 60 for Program 1 and 58 for Program 2). The students in the Single Step program had a wide range of scores on the AGCT with six students scoring below +10 and one student scoring in the 131 to 150 range. The majority of students scored between 31 and 90.

Table 5 - Mean Scores on the
Army General Classification Test

Program	Verbal	Numerical	Spatial	Total
1 (n=36)	62	64	53	60
2 (n=26)	59	64	50	58

n= number tested

THE STRONG VOCATIONAL INTEREST INVENTORY

The Strong Vocational Interest Inventory was given to all students during the Psychology of Occupations class. In many cases, this helped to clarify the students' goals since these tests sometimes revealed preferences in the non-traditional occupations.

The only part of the Strong to be discussed in this report are the three non-occupational scales: These are the Academic Achievement Scale (AACH), the Diversity of Interests Scale (DIV) and the Occupational Introversion-Extroversion Scale (OIE).

The AACH scale reflects interest in "doing well in college".

The content of this profile is heavily oriented toward scientific and cultural activities, with business and skilled trades activities weighed negatively. On this scale, college students dropping out before graduation average around 40; those who earn B.A.'s average about 50; those earning M.A.'s about 55 and those achieving Ph. D. average around 60.

As can be seen from Table 6, the Single Step students cluster around or below 40, making them similar to those students who drop out of college before graduation. The one exception to this is the physically handicapped females in Group 2 who had a mean score of 54, which is similar to those who earn a Masters Degree.

The OIE scale is a special scale that proves useful in understanding a person's pattern of interest. Scores reflect the person's interest in being alone as opposed to working closely with other people. High scores are earned by introverts who in general are people who would rather work with things or ideas. Low scores earned by extroverts are generally earned by people who enjoy working with others.

It seems that most of the Single Step students have a tendency towards introversion with the exception of the mentally retarded females in Group 1; however, the opposite result was found with the mentally retarded females in Group 2. A result that we are at present unable to explain.

On the DTV scale a score of 50 is an average mixture of interests. Scores over 50 indicate broad interests while scores below 50 indicate highly focused interests. Table 6 indicates that most Single Step students had an average mixture of interests with the exception of the emotionally handicapped females in Group 1 who had a narrow pattern of interests. This group was also introverted and had a low achievement score. One could hypothesize that based on the Strong, this group might have difficulty successfully completing the program. This in fact was the case. In contrast to the emotionally handicapped females were the mentally retarded females who had a broad pattern of interests.

Table 6 - The Strong Interest Inventory - Means of Single Step Students on Non-Occupational Scales. (Programs 1 and 2)

	MALE			FEMALE		
	Phys.	Emot.		Phys.	Emot.	
Scale						
AACH						
Group 1	40	36	27	40	38	46
Group 2	37	NA	45	54	NA	24
OIE						
Group 1	48	58	61	54	61	34
Group 2	49	NA	47	49	NA	80
DIV						
Group 1	56	49	55	49	38	71
Group 2	52	NA	52	52	NA	NA

NA = Not available

PART 3

CHARACTERISTICS OF SUCCESSFUL SINGLE STEP STUDENTS

The analysis of the success rate of Single Step students includes only those students enrolled in programs 1 and 2.

Reasons for leaving program

Of the 81 students enrolled in programs 1 and 2, 60 students successfully completed the program. Successful completion was defined as completing all 15 weeks of the program. This is a 72% completion rate.

Of the 45 students enrolled in program #1, thirty-five completed the program. The ten students who did not complete the entire 15 week semester were:

Three (one male and two females) who never attended.

Four who dropped from the program by the third week (one male found employment, one male entered the hospital, one male decided he wasn't learning to read as quickly as he thought he should, and one female had trouble hearing and did not want to attend any more sessions).

Three who dropped after the third week (one female who found employment, one female dropping on the advice of her doctor, and one female dropping at week 11 to enter a vocational training program).

Of these ten, only two expressed dissatisfaction with the program while two left for health reasons and three left for vocational reasons.

Twenty-five students completed Program #2.

The eleven students who did not complete the program broke down as follows:

Three students had found employment after being accepted into the program but prior to the first day of classes. (None of these individuals were able, therefore, to attend any scheduled sessions of Single Step, although they were in contact with the

coordinator and counselors for some weeks after program classes had begun).

Three of the students (one male and two females) accepted into Program #2 dropped from the program for reasons other than employment. One female never attended, and the other female dropped from the program after the fourth week of classes.

One male missed the second and eighth weeks and dropped completely in the 11th week due to health reasons.

No data is available on the five other students who failed to complete the program.

Student characteristics

An analysis of the student characteristics of the students dropping from Single Step indicated that most of the student characteristics reported in part 2 did not show a difference between successful and non-successful students with two exceptions, type of handicap and AGCT scores. The unsuccessful student was more likely to be mentally retarded and to have multiple handicaps. In addition, as one would expect, their AGCT scores were lower. (See Table 7).

TABLE 7

Comparision of AGCT Scores for Successful versus Unsuccessful Single Step Students

	Verbal	Numerical	Spatial	Total
Program I [1]				
Successful (n=28)	71	70	58	65
Unsuccessful (n=8)	38	39	35	37
Difference	33	31	23	28
Program II [2]				
Successful (n=23)	61	65	51	60
Unsuccessful (n=4)	53	59	41	48
Difference	8	6	10	12

1 Scores available on only 36 students.

2 Scores available on only 27 students.

PART 4

POST-PROGRAM EVALUATION

At the conclusion of the program the following evaluations were conducted:

1. An analysis of the post-program training or employment status of the single-step students.
2. A one-year follow-up including a status report on each of the graduates.

The information discussed below is based on the evaluations conducted on the first two programs.

Post-Program Employment and Training Status:

The 77 students enrolled in programs 1 and 2, were surveyed about career plans at the conclusion of the program. At that time 57 were either employed or in training for an occupation. As can be seen from Table 8, of those employed or in training, 32% are involved in office work and 18% are associated with the helping professions. Twenty-six percent of the group are presently not available for employment or training.

One Year Follow-up: Program 1

On March 11, 1975 all forty-five students originally enrolled into the first Single Step Program were mailed copies of the survey questionnaire. In addition to financial information, students of the program were asked to evaluate the program. See appendix H for the status of Program #1 graduates.

The return rate of the questionnaires was 47% (21 questionnaires returned) No questionnaires were received from the seven students dropping from the program by the third week of the program.

A summary of the results of the questionnaire appears in Table 9. Not all respondants answered all questions so the percentage calculated for each question used the actual responses received for each question.

Financial Data:

As can be seen from Table 9-1, there was no major change in the financial status of 75% of Single-step students since they completed the program. Seventy-eight percent of the students still have an annual income of less than $3,000, with 3 indicating no income at all. This is not surprising since many of them are still in school. However, 63% of them had been determined to find employment when they left and 77% actually found employment immediately. Eighty of those who answered the questionnaire indicated that they were still employed.

Overall Evaluation:

The overall evaluation of the program (see Table 9-2) indicates that participants have used the skills or information gained from the program. Moreover, they felt that most activities of the program were of benefit to them with meeting new friends, chance to attend college, chance to feel "normal" and being accepted for myself being checked by over 50% of the respondants.

According to respondants, the best feature of the program was counseling. Suggestions for future programs emphasized increasing the academic and interpersonal parts of the program. These suggestions have been implemented.[1]

Families' Perceptions:

Survey forms (see appendix K) were sent to the families of students who had completed program #2 with the request that an adult member of the family evaluate the student's attitude and benefit as a result of attending the program.

All forms were coded, a return addressed envelope enclosed and a two week deadline placed on the return of completed forms. Of the 32 family forms mailed out, 16 were completed and returned. 75% of the families noted changes in the students. The changes observed included: New plans and ambitions, more aware, a renewed interest in education, more aggressive and determined, improvement in math and reading, and something definite in mine to do.

[1] Students in Program 2 were also surveyed for the results of this survey (see appendix I). The results are consistant with those from program 1.

TABLE 8
EMPLOYMENT AND/OR TRAINING BY OCCUPATIONS FOR GROUPS #1 AND #2 [1]

OCCUPATIONS	NUMBER EMPLOYED OR IN TRAINING		
	MALE	FEMALE	TOTAL
Business Management, Accounting	3	1	4
Custodial, Factory Work or Security Guard	4	1	5
Health Fields	1	3	4
Office Work Including Clerks of All Types	5	13	18
Outdoors Work Including Construction, Recreation, Horticulture	6	0	6
Helping Professions Including Day Care, Teaching, and Counseling	1	9	10
Computers	1	2	3
Food Service	1	0	1
Art	1	0	1
Mechanics	1	0	1
Goodwill	0	1	1
In School	1	0	1
Activity Center	1	0	1
Laboratory Technician	0	1	1
Not Presently Engaged in Training or Employment	11	9	20
TOTAL	37	40	77

[1] Two single step students have died, one has been deported, and five have suffered serious illnesses.

TABLE 9-1 - ONE YEAR FOLLOW-UP

FINANCIAL DATA

		MALE		FEMALE		TOTAL	
		N	%	N	%	N	%
1. Financial status improvement	Yes	2	33	3	21	5	25
	No	4	67	11	79	15	75

2. Annual income

Sex	MALE	%	FEMALE	%	TOTAL	%
Annual Income:						
Under $3,000	3	50	11	92	14	78
$3,100-5,000	2	53	0	0	2	11
$5,100-8,000	1	17	1	8	2	11

3. After program how did student feel about finding employment:

	MALE	%	FEMALE	%	TOTAL	%
a) obligated	1	17	0	0	1	5
b) determined	3	50	9	69	12	63
c) neither	2	33	4	31	6	32

4. Found immediate employment:

	MALE	%	FEMALE	%	TOTAL	%
Yes	2	20	3	25	5	23
No	8	80	9	75	17	77

5. Still employed:

	MALE	%	FEMALE	%	TOTAL	%
Yes	1	17	3	21	4	20
No	5	83	11	79	16	80

TABLE 9-2 - OVERALL EVALUATION

Used skills/info. from program:	MALE	%	FEMALE	%	TOTAL	%
Yes	6	100	12	86	18	90
No	0	0	2	14	2	10

Aspects of program that participants felt were of benefit to them:

	N
Meeting new friends	17
Chance to attend college	14
Chance to feel "normal"	13
Reading & Math	12
Being accepted for myself	12
New self awareness	11
Discovering new career goals	11
New Ambitions	9
Testing	9
Job search skills	5

Best Feature of Program #1:

1. Counseling	8
2. Math	4
3. New friends	3
4. Reading	2
5. Yoga	2

Also mentioned: Independent study; Employment skills; Encouragement; Bowling; Day Care; Facility of Communication.

Least Enjoyable Feature of Program #1:

Class/feature	No. Students
Math	3
Yoga	2
Reading	1

Also: Program should have lasted longer; distance I had to go to attend; anxiety about getting to right class on time.

Suggested Content For Future Programs:

Activity	No. Students
More emphasis on Math & Reading	12
More emphasis on counseling and employment skills	10
More emphasis on counseling, only	8
Less emphasis on counseling; More on employ. skills	4
More emphasis on Physical education	1

PART 5

CONCLUSIONS AND RECOMMENDATIONS

With 73% of the individuals attending this pilot project achieving success in either employment or career training, it is quite evident that this unique program offers a viable solution to one of society's major problems.

To the agencies dedicated to serving the needs of the handicapped population, such programs offer assistance with their heavy case loads. It may also offer a vital service geared to developing ahigh level of motivation and self-awareness in their clients.

To the Rehabilitative counselors within these agencies, this service provides a more productive use of educational funds and a conservation of monies allocated for Aptitude and Personality testings. An additional service provided the Rehabilitative agencies is that of aiding in the discovery of individuals within a community who, while not aware of the fact, might be eligible for rehabilitative services. This was to be one of the services offered by this project, and this service has been established.

The premise of the original grant request was validated. There are large segments of the handicapped population within the community who need and desire counseling, guidance, employment skills and career training services offered in a college environment. Each recruitment phase of Single Step discovered over 100 handicapped adults requesting admission into the program. Of necessity (due to staff and space requirements) each progam was limited to serving 30 to 40 individuals. Some of these persons traveled distances that required one or two hours of bus travel to attend the program. An alternative to such situations would be the establishment, at other community colleges, of similar Single Step programs.

For each 30 to 40 persons experiencing this unique program, there were 60 to 70 denied these services. Area community colleges should be utilized to provide this service to a wider range of this population.

The conclusions of the Advisory Committee (established to explore the possibilities of utilizing community colleges as a service agency for the handicapped adult) focused on the fact that there is a need for guidance services for these individuals. The main thrust of Dundalk's Single Step program was in this specific area. Emphasis was placed on counseling and guidance, with the students being exposed to interaction not only in a large group environment, but in small groups and on an individual basis, so that the student would experience as many varied environments as possible. The student evaluations suggest that this was what they wanted.

In addition, the students were encouraged to join the regular student body activities available at the college. Single Step students became involved not only in sports activities offered (where they could not actively participate, they, on their own initiative, became assistants to the coach), but also in Student Affairs, the theater group, or other student organizations. They were not segregated from the college environment, nor were they given special treatment. They were <u>students</u>.

Particular attention should be paid to the transportation problem of handicapped students. As the successful programs conducted at Dundalk show, emphasis should be placed on the applicant-student solving such transportation problems. The Program Coordinator, at Dundalk, determined that if the applicant was seriously determined to accept the opportunities offered by the program, then that applicant would solve the problem of how to get to the program. The reasoning behind this decision was that if the applicant could not solve the transportation problem of attending the 15 week program, then one would suppose that the applicant could not solve the bigger problem of transportation to employment.

Employment, it must be remembered, is the ultimate goal of all Single Step students, whether it be immediate employment, or additional education and training for a specific career.

Data has indicated, in the Dundalk Single Step program, that while 38% go on to immediate employment, 40% of the students graduated from the program, choose to continue their education by enrolling in regular credit courses offered by the area colleges. It must be pointed out that due to their diverse educational backgrounds some of these students electing to enter career training programs at the college level, require a semester of basic math and reading courses as preparation for the freshmen classes.

It is also suggested that in future programs an effort be made to secure the services of an interpreter for the deaf students. Some deaf students felt the definite need for this service, not only for obtaining full benefit from the program, but also to realize the chance of acquiring training through enrollment in regular credit courses.

One recommendation made by the students themselves was in the area of counseling. Some female students were assigned a male counselor (para-professional) and discovered they could not be as open with their counselor as they wished. This was due solely to the fact that they had difficulty being open with a male; they felt they could have achieved greater frankness and self discovery if they had been assigned a female counselor.

Another recommendation was the elimination of mandatory individual counseling. This was a requirement for students attending the pilot program, but as counselors and some students discovered, it was not necessary, in each individual case, to require weekly counseling sessions. Some students are more able than others to come to quicker decisions about their future goals, and are more able to discover and accept a new self concept.

Graduates of the pilot programs stated that one of the essential ingredients of the program was the reading and math courses offered. These were beneficial not only to those electing to continue their education, but also to those seeking employment at the end of the semester. These skills were beneficial in helping them in the areas of filling out job applications or in achieving higher scores on exams connected with employment.

In conclusion, with nearly 73% of the students achieving desired goals, it is obvious that a program of this type is a viable alternative to allowing this population to exist on supplemental income or welfare payments.

TYPICAL SCHEDULE FOR HANDICAP PROGRAM

TIME	ROOM NUMBER	ACTIVITY	GROUP
8:50 - 9:45	(a) 204	Counseling	C
	(b) Board Room	Counseling	A
	(c) T 104	Reading	AA & BB
	(d) 206	Math	B & CC
9:50 - 10:45	(a) 204	Counseling	CC
	(b) Board Room	Counseling	B
	(c) T 104	Reading	C & A
	(d) 206	Math	AA & BB
	(e) 203	Independent Study	Student S
			Student M
			Student P
			Student G
10:50 - 11:45	(a) 204	Math	C & A
	(b) Board Room	Counseling	BB
	(c) Dave's Office	Counseling	AA
	(d) T 104	Reading	B & CC
	(e) 205	Independent Psych.	Student R
			Student W
			Student L
			Student F
11:45 - 12:30	Canteen	LUNCH	All Students
12:30 - 1:30	204 & 205	Guidance "Psychology of Occupations"	All Students
1:30 - 3:30	203	Physical Education	
	Conference Room	Yoga	
	"Colt" Bowling Lanes	Bowling	

SPECIAL CLASSES

Domestic and Custodial Arts Program

For the mentally retarded graduates of Single Step, a six week certificate course was developed for those desiring employment in either custodial or domestic work.

The objective of this course was to generate in the student an appreciation for the importance of holding a job; and to prepare the student for life experiences that would be met as an employee, fellow worker and consumer. An equally important objective of the program was to increase the student's awareness of job possibilities and job requirements.

Students attended three weeks of classroom instruction and three weeks of practicum. Emphasis was placed on developing a sense of punctuality, the importance of being employed and developing skills in consumerism. Students were required to plan nutritional meals utilizing packages of products found on grocery shelves. Genuine money was used in all these learning experiences in order to make the situation as real as possible for the student. The class, as a group, would discuss whether the individual had chosen the correct amount and if the individual had received the correct change.

After classroom lectures and discussions on taxation, consumerism, banking, proper identification, Day Care work, food services and custodial work, students were also exposed during field trips to local banks, stores and businesses. These field trips were utilized as additional learning experiences. In both the classroom and the practicum students were exposed to situations where they had to use judgement and actual equipment.

A nine hour practicum was conducted in three areas: Custodial, Grounds Maintenance and Day Care. A local day care center was the scene of practicum for those students expressing a desire to continue in this area of

of employment, while Dundalk Community College offered the practica in custodial and Grounds Maintenance.

As a result of three students' interest in learning more about Day Care work, a new college credit course was developed. The new course was designed to allow these students to gain more knowledge and experience in this area after they had completed the Domestic and Custodial Arts practicum.

Day Care: The Child and the Center

This was designed as a three-credit, independent study course[1]. The first class meetings, each week, are devoted to on-the-site observation and learning experiences at a local Day Care Center.

During the second meeting, each week, in addition to films and lectures, the students engaged in role playing, discussed tape recorded observations they had made in regard to children's comments about themselves, and prepared a scrapbook using Erikson's developmental tasks. Stress was placed on their relationships to the child and to the staff.

Students were required to take mid-term and final exams. The students enrolled in this course paid the regular credit and enrollment fees required of all Dundalk college students.

Appendix C

STUDENT CHARACTERISTICS: Program #1

The forty-five students accepted into the first Single Step program consisted of 19 males and 26 females. Twenty-eight of the students were physically handicapped, seven had emotional problems and ten were mentally retarded.

TABLE I shows the age, educational and hospitalization means of the 45 students initially enrolled in the first Single Step program.

TABLE I - Single Step Program 1

Enrolled (n = 45) September, 1973							
SEX	MALES			FEMALES			OVERALL MEAN
Handicap	Phys.	Emot.	M.R.	Phys.	Emot.	M.R.	All
Age	32.1	41.3	21.3	37.1	34.5	19.0	32.3
Education	8.2	6.0	Sp.Ed.	11.7	10.6	Sp.Ed.	10.3
Hospital	1.4	2.3	1.7	2.4	2.3	2.3	2.0
No. of Students	10	3	6	18	4	4	45
TOTAL	19 Males			26 Females			

The ages of the 45 students enrolled in Program #1 ranged from 17 years to 60 years. The educational range was from no formal schooling at all, to a Master's Degree in Library Science. Of the ten student with Mental Retardation as a handicap, all had attended Special Education. However, one male and one female had also attended eight grade before dropping

out of school.

Fifteen of the physically handicapped students had at least a high school education, with two of these males having college credits and three of the females possessing at least an AA degree.

One emotionally handicapped female had attended one semester of college prior to attending single Step, while none of the emotionally handicapped males possessed a high school education.

Table 2, details the fact that Single Step students possessed a diversity of handicaps; 69% of the students in the first program possessed multiple handi caps, with those students classified as mentally retarded having the highest percentage of any classification listing more than one handicap.

Table 2 - Handicaps of Single Step Students - Program 1

Primary Handicap	Male	Female	Total	% with Multiple
Visual	0	2	2	50%
Auditory	0	6	6	16.6%
Motor	10	10	20	30%
Emotional	3	4	7	42.8%
Intellectual	6	4	10	70%
TOTAL	19	26	45	68.9%

Appendix D

STUDENT CHARACTERISTICS PROGRAM #2

Of the 32 students accepted into Program #2, the sexes were evenly represented: 16 males and 16 females. Ten of the males had a physical handicap and six were classified as mentally retarded. The females' handicaps consisted of 14 with physical impairments, 1 with mental retardation, and 1 female listed as Socially Retarded.

The age, educational and hospital means of all 32 students enrolled in the second Single Step program is presented in the Table 1.

STUDENT CHARACTERISTICS
Table I - Single Step Program II

ENROLLED (n = 32) September 1974 *

SEX	MALES			FEMALES			Overall Mean
Handicap	Phys.	Social	M.R.	Phys.	Social	M.R.	ALL
Age	28.9	0	19.8	30.9	27.0	27.0	27.9
Education	9.5	0	10.0	10.9	7.0	12SE	10.2
Hospital	2.8	0	1.0	2.0	1.0	1.0	2.0
No. Students	9	0	5	12	1	1	32
TOTAL	16 Males			16 Females			32

* Data was unavailable on 4 students.

The ages of the 32 students enrolled in this second program ranged from 17 to 53. Their educational background ranged from 6th grade Special Education to Bachelor degrees in English and Sociology. Of the physically handicapped students, seven had attended college with two completed a bachelor's degree and three an A.A. degree. Three of the mentally retarded students had completed 12th grade in a Special Education program.

The percentage of students having multiple handicaps in program #2 was less than the students in the first program. 46.5% of the students attending the September 1974 program had listed multiple handicaps, with those classified as mentally retarded having the highest percentage.

Table 2 - Handicaps of 2nd Single Step Students

Primary Handicap	Male	Female	Total	% With Multiple
Visual	1	3	4	50%
Auditory	1	0	1	0%
Motor	8	11	19	42.1%
Social	0	1	1	0%
Intellectual	6	1	7	71.4%
TOTAL	16	16	32	46.5%

STUDENTS CHARACTERISTICS: PROGRAM #3 (February 1975)

In the Spring 1975 semester there were 32 students enrolled in the Single Step program. Of these, 18 were males and 14 females. There were 8 students classified as mentally retarded, and the remaining 24 had physical handicaps. These 32 Students' Primary handicaps are listed in Table I, as is the percentage within each classification having multiple handicaps.

TABLE I PROGRAM #3

Primary Handicap	MALE	FEMALE	TOTAL	%With Multiple	
Visual	4	3	7	28.6%	
Auditory	0	1	1	0%	
Motor	9	7	16	56.2%	
Emotional	0	0	0	-	
Intellectual	5	3	8	50%	
TOTAL	18	14	32	46.5%	

* As shown in Table 2

The ages of these students ranged from 19 to 58 years. Their educational range was from 6th grade Special Education to 1 year of college.

STUDENT CHARACTERISTICS
Table 2 - Single Step Program #3

Enrolled (n + 32)$_I$ February 1975

Sex	MALES			FEMALES			Overall Mean
Handicap	Phys.	Emot.	M.R.	Phys.	Emot.	M.R.	ALL
Age	28.6	0	29.6	37.4	0	24.3	31.6
Education	9.0	0	8.6	10.9	0	12	9.8
Hospital	1.0	0	1.0	2.1	0	2.0	1.4
No. Students	16	0	1	9	0	1	32
TOTAL	18 Males			14 Females			32

I-Data was not available for 5 students.

Appendix F

PRE-PROGRAM EMPLOYMENT PREFERENCES

At each initial interview, prior to entrance into the program, students were asked to state what area of emplyment they hoped to enter after completing the 15 week program.

As can be seen from Table I, during this initial interview, the physically handicapped females and the emotionally handicapped males were the only handicapped groups who all had a definite choice for future occupations. In contrast, it was the physically handicapped male, as a group, who seemed to be most uncertain about future goals.

In addition, none of the females under any classification selected employment in Art, Sports, Business Management, factory work, outside work, or Recreation as their goals. They tended, as a group, to prefer the more professional fields of Teaching, Health Technology and the Helping professions.

Finally, the males, as a group, tended to chose the more traditional male goals of outside work, Business Management, and skilled labor. Three males, however, chose the Art field as their future goal.

TABLE I

VOCATIONAL PREFERENCE STATED AT INITIAL INTERVIEW

SEX	MALE			FEMALE			TOTAL
Handicap	Phys	Emot	M.R.	Phys	Emot	M.R.	ALL
Work w/people	1	0	0	17	2	2	22
Mechanical	1	0	2	0	0	0	3
Outside work	3	0	1	0	0	0	4
Accountant	1	0	0	1	0	0	2
Stock Clerk	0	0	2	0	1	1	4
Post Clerk	0	0	0	0	0	2	2
Factory Work	0	0	3	0	0	0	3
Office Work	1	0	0	4	0	1	6
Computer	1	0	0	1	0	0	2
Art Field	3	1	0	0	0	0	4
Teaching	0	0	0	5	1	0	6
Work w/animals	0	0	0	3	0	0	3
Bookkeeping	1	0	0	1	0	0	2
Health Fields	1	0	0	5	0	0	6
Counseling	1	0	1	1	0	0	3
Carpentry	0	1	2	1	0	0	4
Sports	1	0	1	0	0	0	2
Switchboard	0	0	0	1	0	0	1
Business Mgt.	3	0	0	0	0	0	3
Day Care Work	0	0	0	1	0	0	1
Refinish Furniture	0	0	1	0	0	0	1
Printing	0	0	0	1	0	0	1
Musician	1	0	0	0	0	0	1
Cab Driver	1	0	0	0	0	0	1
Electronics	1	0	0	0	0	0	1
Draftsman	1	0	0	0	0	0	1
Transp. Rate Clerk	1	0	0	0	0	0	1
Work in Bookstore	0	0	0	1	0	0	1
Drill Press Operator	0	0	1	0	0	0	1
Legal Secretary	0	0	0	1	0	0	1
Farming	1	0	0	0	0	0	1
Techn. Writer	0	0	0	1	0	0	1
Recreation	1	0	0	0	0	0	1
Library Work	0	0	0	1	0	0	1
Do Not Know	5	0	3	0	2	2	12

TOTAL: 109 Students

Appendix G

The Minnesota Multiphasic Personality Inventory

During two consecutive weeks the psychology of occupations classes were devoted to administering the MMPI to the total group of students. Test booklets were passed out to those individuals with hearing impairments, while the other students were given the test orally by the director of the program. As can be seen from Table 1, the majority of scores on the MMPI scales were in the normal range. In particular, on the MA scale, nearly all groups in the Single Step Program show a mean falling between 60 and 70.

"On the MA scale scores in the range of 60 to 70 suggest a pleasant outgoing temperment. Above this range there is increasing likelihood of maladaptive hyperactivity, irritability and insufficient inhibitory capacity, while low scores on this scale are suggestive of listlessness, apathy and lack of drive. Low scorers are almost always lacking in self-confidence. [1]

However the MF scales showed deviations with certain handicapped groups. "In general the MF scale is a measure of sophistication and aesthetic interest. Clear elevations are suggestive of non-identification with the culturally prescribed sexual role. Low scoring males tend to be easygoing and sometimes tend to show an exhibitionistic display of physical strength and endurance. In addition, they tend to have questions concerning their identity and maleness." [2]

Males tend to score at the upper levels on this scale and females

1. Caron, Ropert C., MMPI Research Developments and Clinical Applications, p.289.

at the lower end.

The mentally retarded females in Program #11. Scored at the upper end of the Mf scale. Suggesting non-identification with the cultural prescribed sexual rate.

In addition, the emotionally handicapped males in program #1 also had a deviant scoring on the Mf scale; their mean was 46.0

TABLE 1

MMPI means, Groups #1 and #2 By Handicap and By Status at Completion of Program

Group #1	Hs	D	Hy	Pd	Mf	Pa	Pt	Sc	Ma	Si
PHYSICAL										
Total Group	51	54	54	59	47	57	49	50	60	49
Successful	51	53	54	60	46	50	49	49	60	48
Unsuccessful	55	59	53	50	61	56	48	53	57	54
EMOTIONAL										
Total Group	63	76	69	65	55	67	69	67	58	58
Successful	51	68	57	54	68	58	60	56	56	50
Unsuccessful	70	81	77	72	46	73	76	74	60	64
MENTAL										
Total Group	67	70	64	72	59	81	67	83	70	58
Successful	63	65	62	69	61	79	72	89	77	58
Unsuccessful	70	73	69	72	58	81	64	78	66	59
Group #2										
PHYSICAL										
Total Group	59	59	57	64	52	58	54	63	61	58
Successful	60	58	57	63	51	58	52	61	60	57
Unsuccessful	58	66	58	65	57	58	66	70	67	61
MENTAL										
Total Group	Invalid: No data on unsuccessful									
Successful	57	57	51	60	52	65	64	62	68	56
Unsuccessful	N O	D A T A								

STATUS OF PROGRAM #1 GRADUATES

Female, 23, Physically handicapped: attending Dundalk Community College, preparing for a career in computer programming.

Male, 32, Physically handicapped, with some emotional problems: Attended Dundalk Community College but did not complete courses; Obtained total Social Security Disability: is presently learning to drive automobile for greater mobility.

Female, 27, Physically handicapped: Attending Dundalk Community College part time, in preparation for career as medical lab technician working with animals.

Male, 25, Mentally retarded with severe hearing loss: Could not obtain employment due to hearing. Is now on Social Security disability.

Female, 46, Physically handicapped: Worked for over a year after attending Single Step Program. Is now self-employed and also doing volunteer work. Is president of Handicap Corporation.

Female, 31, Physically handicapped: Presently employed in glass factory. Is also studying, on own, wood working methods.

Female, 46, Physically handicapped: In training as court recorder.

Female, 44, Physically handicapped: employed as receptionist.

Male, 24, Mentally retarded and emotional problems: Presently in Hopkins training program.

Male, 37, Physically handicapped: Presently attending Dundalk Community College. Preparation for career in computer programming.

Male, 21, Emotional problems: LPN training, and plans to resume education at community college level.

Female, 25, Emotional problems: Worked part time as teacher's aide. Is receiving training as Nurses' aide at present time.

Female, 22, Physical handicap: Attending Dundalk Community College in preparation for career in Social Work.

Female, 29, Physical Handicap: Employed as Telephone-Receptionist.

Female, 34, Physically handicapped: Attending college preparing for career in Occupational Therapy.

Female, 52, Psychiatric problems: Presently undergoing therapy.

Female, 38, Emotional problems: Unemployed

Female, 39, Physical handicap and some emotional problems.

Male, 29, Physically handicapped: attending Dundalk Community College, preparing for career as Recreational Director. Works part time as Recreational Aide.

Male, 53, Emotional problems: Employed as custodial worker.

Female, 20, Mental retardation: Unemployed.

Female, 21, Mental retardation: Employed as Day Care Aide.

Female, 18, Mentally retarded and Epilepsy: Volunteer work and training as library aide in elementary school.

Female, 17, Mentally retarded and deaf: Undergoing training in office procedures at Rehabilitation center.

Male, 51, Emotional problems: Unable to work.

Male, 26, Physically handicapped: Deceased

Male, 26, Physically handicapped: Employed over 1 year; lost job recently due to cutback in work force.

Female, 49, Physical handicap: Volunteer librarian; attending college for 2 semesters preparing for career but unable to continue due to lack of interpreters at Dundalk

Female, 31, Physical handicap: employed 6 months but due to immigration difficulties was deported and is presently awaiting reentry into U.S.

Female, 23, Emotional problems: attending Mental Health Center and is receiving training in office procedures. Attended college but was unable to continue due to handicap.

Male, 21, Physical handicap: Presently attending Dundalk Community College in preparation for career in Conservation. Employed as security guard for local agency.

Female, 60, Physical handicap: Employed as counselor for Employment Securities Agency. Same job held when admitted into program.

Male, 20, Mentally retarded and some physical problems: Deceased.

Female, 36, Physically handicapped: Employed as salesperson for large variety chain, since the 8th week of program.

Male, 43, Physical handicap: No change.

Female, 37, Physically handicapped: was volunteer working with stroke victims in hospital. Is presently quite ill and hospitalized.

Male, 19, Mentally retarded and Epilepsy: returned to activity center.

Female, 24, Physically handicapped: Obtained Social Security Disability pension.

Male, 21, Physical handicap: was hospitalized but is now in Vocational Rehabilitation Center training.

Male, 23, Mentally retarded: Training at Essex horticulture program.

Male, 44, Physically handicapped: Moved. Unable to contact.

Female, 38, Physically handicapped: Attending Goucher in preparation for career in Psychology and Comparitive Religions.

Male, 42, Physically handicapped: Self employed and member of Handicap Corporation.

Male, 17, Mentally retarded: completing education at Battle Monument.

Appendix I

EVALUATION OF PROGRAM #2 BY STUDENTS & FAMILIES

Students graduating from the second program were also surveyed in March 1975 to obtain their impressions and reactions to the 15 week program they had completed in December 1974. As shown in TABLE #2, the best feature of the program was group counseling followed by reading and individual counseling.

TABLE 1

BEST FEATURE OF PROGRAM #2

Activity	Number
1. Group counseling	19
2. Reading	16
3. Individual counseling	15
4. Math	12
5. Psychology of Occupations	7
6. Table games	2
7. Jobs Unlimited, Testing, Phys. Ed.	1 (each)
8. Bowling & Yoga	1

Appendix J

DATA ON APPLICANTS NOT ACCEPTED INTO SINGLE STEP PROGRAMS

Due to a restriction on time and staff, a majority of applicants to the t hree Single Step programs conducted at Dundalk Community College could not be admitted to the programs. Some applicants' handicaps were too severe to permit the applicant to fully participate in the program. There were, in addition, many who did not need the services provided by the program. The latter had the motivation but lacked a few instructions on job search skills. The interviewing counseler supplied the needed information during the interview, where upon the applicant was able to decide a course of action not requiring 15 or more weeks of counseling, guidance or instruction. In some cases, the counselor was able to recommend the services of the Division of Vocational Rehabilitation or the free community service program offered by the college in the area of developing creative careers.

The 186 applicants not accepted into the Single Step programs consisted of 100 males and 86 females. Their ages ranged from 15 to 57. There were 19 with emotional problems, 100 with physical handicaps and 56 classified as mentally retarded. Other "handicaps" as listed by applicants covered such problems as "acne", "obesity", and " out of school so long I feel dumb". Usually these individuals were referred directly to the Creative Career Development programs at Dundalk Community College.

Appendix K

SINGLE STEP PROGRAM OF DUNDALK COMMUNITY COLLEGE

Family Questionnaire

In order to evaluate the recently concluded Handicap Program at Dundalk Community College, we are asking your cooperation in helping us obtain information. Please answer the following by placing a checkmark in the space provided.

1. What was your attitude when the student first applied for courses?

_____Disapproved

_____Pleased

_____Felt it was the student's business, not mine.

2. Did the student's attendance cause difficulties or problems in your household?

_____No difficulties or problems

_____Only minor difficulties or problems

_____Major difficulties and problems (Please explain) _____

_____

_____

3. Have you observed any change in the student as a result of this course?

_____No _____Yes

What change? _____

4. Has student developed new plans or ambitions since taking this course?

_____No _____Yes

5. What do you think of these current ambitions/plans?

_____I approve.

_____I disapprove. (Explain)_____

6. Would you have attended lectures or classes for families of handicapped students if such had been offered at convenient hours during the program?

_____Yes _____No

APPENDIX K

SINGLE STEP PROGRAM OF DUNDALK COMMUNITY COLLEGE

ONE YEAR FOLLOW-UP

(Questionaire)

1. Was the Single Step Program different from other handicapped program you've attended?

   ____ Yes In what way was it different? _____
   _____

   ____ No How was it similar to the other program? _____
   _____

2. In the past year have you used the skills or information gained from attending the program?

   ____ Yes ___ No ____ No new skills or information gained

3. Did you feel obligated or determined to find employment after attending the program?
   ____ Felt obligated
   ____ Felt determined
   ____ No, did not feel obligated or determined

4. Did you obtain employment?
   ____ No
   ____ Yes How long employed? _____ Number of jobs held since December 1973? _____

5. Of the following, check those which you feel were of benefit to you:
   ____ Meeting new friends
   ____ Learning job search skills
   ____ Improving Math or Reading skills
   ____ Attending college
   ____ A new self-awareness
   ____ Discovering new ambitions
   ____ Feeling accepted for just being myself
   ____ Testing services (vocational, personality, etc.)
   ____ Discovering new career goals open to me
   ____ A chance to feel "Normal" and not "handicapped"
   ____ Training for a career (college or vocational school attendance)

6. Are you employed now? ____ Yes ____ No

7. Has your financial status improved since attending the program?
   ____ Yes ____ No

8. Check income BEFORE attending program:
   ____ Under $3,000 annually
   ____ $3,000 - $5,000 annually
   ____ $5,100 - $8,000 annually
   ____ $8,100 - $10,000 annually
   ____ Over $10,000 annually

9. Check income AFTER attending program:

_____ Under $3,000 annually

_____ $3,100 - $5,000 annually

_____ $5,100 - $8,000 annually

_____ $8,100 - $10,000 annually

_____ Over $10,000 annually

10. Please indicate present source of income:

_____ Social Security

_____ Social Security Disability

_____ Social Services

_____ Employment

_____ Other (Specify) _____

11. Were you more sure of your self concept by end of program? Yes ____ No ____

12. Do you now have that same self concept or self assurance? Yes ____ No ____

13. What was the best feature of the program you attended? _____

_____

What was the least enjoyable? _____

_____

14. Should future programs put more emphasis on:

____ Counseling

____ Couseling and Employment skills

____ Less emphasis on counseling and more on employment skills

____ More emphasis on physical education (Yoga, bowling, etc.)

____ Reading and Math Skills

15. If a total fee of $5.00 had been charged, would you have attended the program? Yes ____ No ____

16. Would you recommend the program to another person if a fee was charged for attendance? Yes ____ No ____

17. Use the space below for any other comments or suggestions.